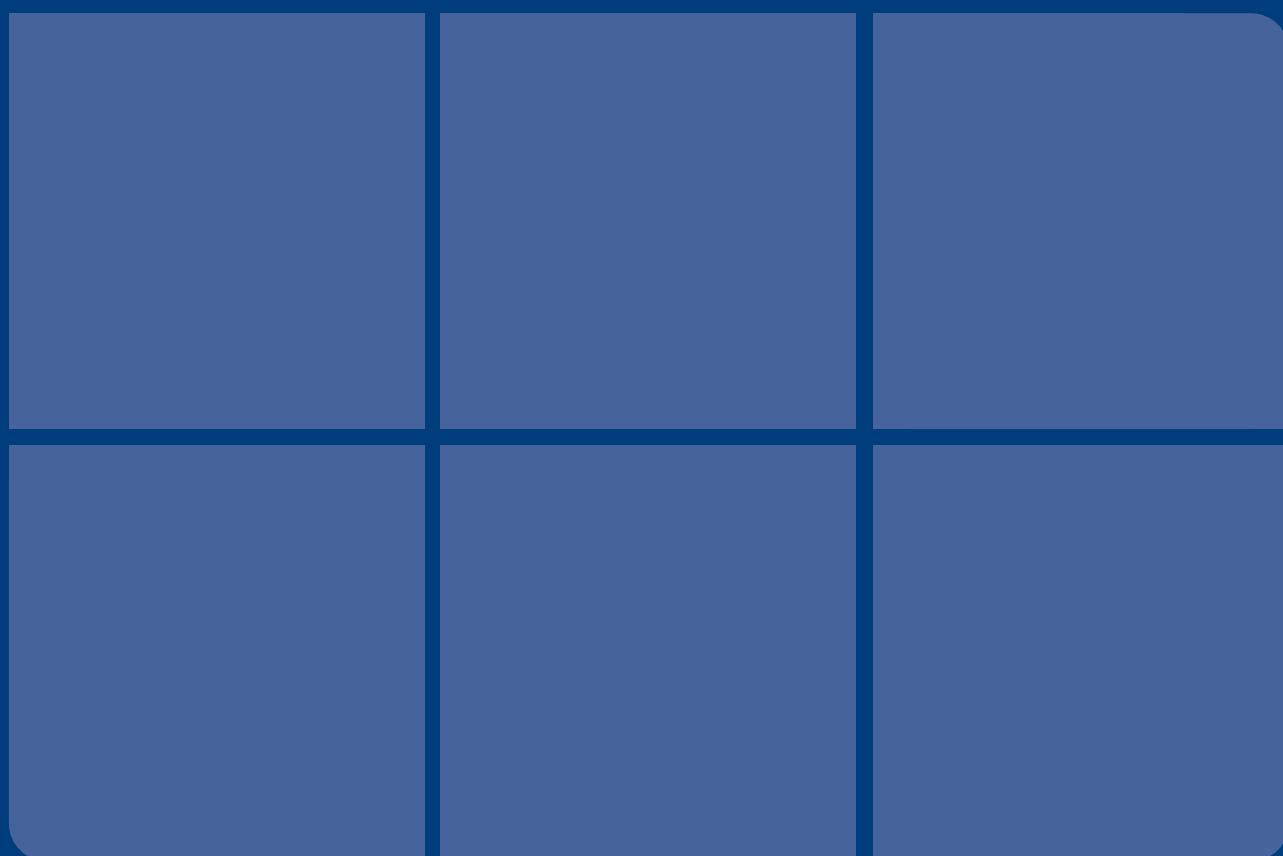


# National standards for adult literacy, numeracy and ICT



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# Introduction

## Adult literacy and numeracy

In 2000, QCA and DfES published the first national standards for adult literacy and numeracy. These standards formed the basis of a number of initiatives, now established, to address levels of literacy and numeracy among adults and young people. These include:

- national qualifications in adult literacy, adult numeracy and ESOL at entry level, level 1 and level 2;
- national adult literacy and adult numeracy tests at levels 1 and 2;
- national adult literacy and adult numeracy and ESOL core curricula.

## ICT

Until recently, the term *Skills for Life* has been widely assumed to cover the skills of adult literacy, adult numeracy and ESOL. In today's society however, information and communication technology (ICT) can be just as important, particularly in the workplace. To support this, national Skills for Life standards for ICT have now been agreed and are published here alongside the existing standards for adult literacy and adult numeracy.

## The standards

The standards for adult literacy, adult numeracy and ICT follow a common format and relate to the key skills of communication, application of number and ICT. They have also been developed to match the national curriculum requirements for English, mathematics and ICT and the National Occupational Standards for ICT.

## Audience

The standards have been developed for use by developers of curricula, qualifications and assessment material. They are also intended for use by those who are responsible for providing training and support for adult literacy, numeracy, ESOL and ICT. At levels 1 and 2, the standards provide more detailed description of the skills covered by the key skills standards for communication, application of number and ICT.

## Language

The standards use plain English wherever possible and technical language only where this is necessary to define and differentiate the skills at each level. To ensure clarity and consistency of interpretation, a glossary of technical terms is included at the back of this booklet.

## Access to the standards

The standards recognise that each adult is unique; a complex mixture of confidence and ability that is influenced by past experience. This complexity has been described as an uneven or 'spiky' skills profile.

Some adult learners will have special requirements. The following access statement applies to the standards at each level:

*Adults with a disability may have special learning requirements and be unable to demonstrate some of the capabilities or skills specified in the*

*standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.*

*Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.*

# Understanding the standards

The adult literacy, numeracy and ICT standards are the outcome of a review of existing or similar frameworks, including the

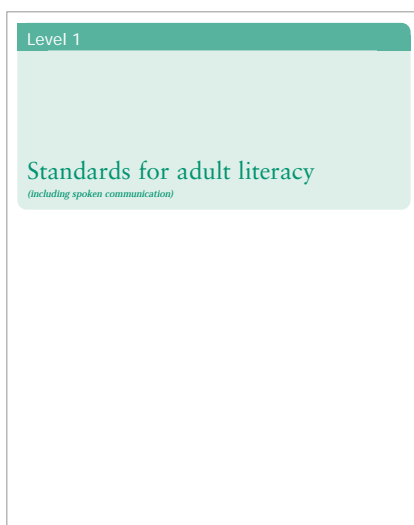
- national literacy strategy for schools
- national numeracy strategy for schools
- national curriculum requirements for English
- national curriculum requirements for mathematics
- national curriculum requirements for ICT
- key skill of communication
- key skill of application of number
- key skill of ICT

As the result of this review, development work and widespread consultation were undertaken, leading to the production of national standards for literacy, numeracy and ICT.

The developers have taken particular care to ensure coherence and consistency with the key skills of communication, application of number and ICT at levels 1 and 2.

## Adult literacy

The aim of the adult literacy standards is to specify the full range of skills required for an adult to communicate confidently, effectively and efficiently.

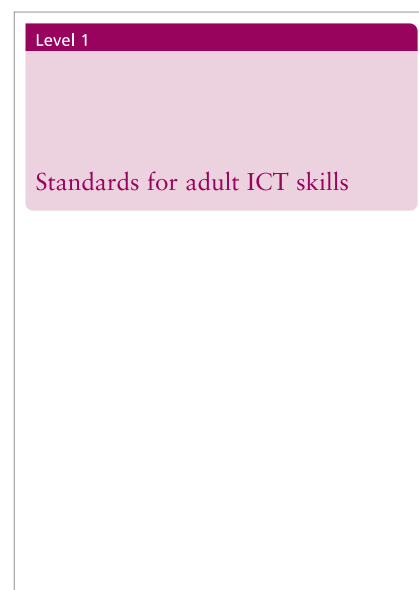
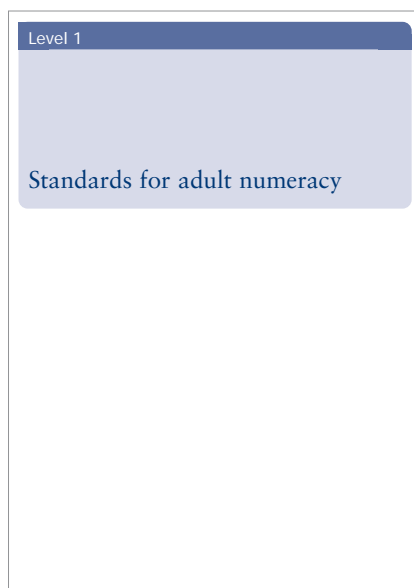


The standards have been developed to enable all adult learners to recognise the role that numeracy plays in their everyday life. It is important that adult learners are able to recognise the contribution that numeracy makes to understanding information, problem-solving or making decisions.

The standards provide a framework and create the opportunity for others to develop approaches to teaching that offer skills development through a problem-solving approach.

## Adult numeracy

The aim of the adult numeracy standards is to specify the full range of skills required for an adult to confidently apply numeracy, efficiently and effectively.



## ICT

The aim of the ICT standards is to specify the full range of skills required for an adult to confidently apply ICT skills efficiently and effectively.

# Structure of the standards

The standards for literacy, numeracy and ICT at each level consist of two parts:

- the standards
- guidance and examples

## The standards

The standards provide a detailed specification of the skills and capabilities that comprise each skill, together with descriptors that define the level of performance of each capability.

Standards for adult literacy (including spoken communication)			Level 1
Speaking and listening	Reading	Writing	
<p><b>At this level, adults can:</b> <b>listen and respond</b> to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p><b>speak to communicate</b> information, views and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p><b>engage in discussion</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>know how to identify relevant information from explanations and presentations on a range of straightforward topics</li> <li>know how to understand explanations, instructions and narratives on different topics in a range of contexts</li> <li>use strategies to clarify and confirm understanding, eg facial expressions, body language and verbal prompts</li> <li>provide feedback and confirmation when listening to others</li> <li>make contributions relevant to the situation and the subject</li> <li>speak clearly in a way which suits the situation</li> <li>make requests and ask questions to obtain information in familiar and unfamiliar contexts</li> <li>respond to questions on a range of topics</li> <li>present information and ideas in a logical sequence and include detail and supporting detail when appropriate</li> <li>follow and contribute to discussions on a range of straightforward topics</li> <li>respect the turn-taking rights of others during discussions</li> <li>use appropriate phrases for interaction</li> </ul> <p><b>In formal exchanges connected with education, training, work and social roles</b></p>	<p><b>At this level, adults can:</b> <b>read and understand</b> straightforward texts of varying length on a variety of topics accurately and independently</p> <p><b>read and obtain information</b> from different sources</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>trace and understand the main points of continuous descriptive, explanatory and persuasive texts</li> <li>recognise how language and other textual features are used to achieve different purposes, eg to inform, explain, describe, persuade</li> <li>identify the main points and specific detail, and their meaning from images which is not explicit in the text</li> <li>use organisational and structural features to locate information, eg contents, index, maps, subheadings, paragraphs</li> <li>use different reading strategies to find and obtain information</li> <li>use reference material to find the meaning of unfamiliar words</li> </ul> <p><b>In reports, instructional, explanatory and persuasive texts</b></p>	<p><b>At this level, adults can:</b> <b>write to communicate</b> information, views and opinions clearly using length, format and style appropriate to purpose and audience</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>plan and draft writing</li> <li>edit their draft to suit the level of detail to include</li> <li>present information in a logical sequence, using paragraphs where appropriate</li> <li>use language suitable for purpose and audience</li> <li>use format and structure for different purposes</li> <li>write to complete sentences</li> <li>use correct grammar eg subject-verb agreement, correct use of tense</li> <li>produce sentences correctly and use punctuation so that meaning is clear</li> <li>spell correctly words used most often in work, studies and daily life</li> <li>read and revise writing for accuracy and meaning</li> <li>produce legible text</li> </ul> <p><b>In documents such as forms, records, e-mail, letters, narratives, instructions, reports, explanations</b></p>	

## Guidance and examples

A brief set of guidelines that provide some examples of the roles, uses and contexts of the skills and capabilities at the specified level.

The examples are taken from everyday adult life and are grouped under the following headings:

- citizen and community
- economic activity, including paid and unpaid work
- domestic and everyday life
- leisure
- education and training
- using ICT in social roles (adult literacy and numeracy only)

The guidance is not intended to define or prescribe the activities or uses made of each skill at each level. The examples are simply suggestions to show where adults might demonstrate effective and efficient use of the skill.

The examples may also help developers understand the demand of each level. They are not intended to provide an assessment framework or a list of topics to be included in adult literacy, numeracy and ICT tests or qualifications.

## Guidance and examples

**Literacy (including spoken communication) level 1**  
The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals. The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them effectively.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

### Examples

<p><b>Citizen and community</b></p> <ul style="list-style-type: none"> <li>seeking support from an official such as a councillor or an MP at a local surgery</li> <li>working as a committee member of a community association</li> <li>taking part in a residential or tenancy association meeting</li> <li>filling in an application form for a driving licence or passport</li> </ul>	<p><b>Domestic and everyday life</b></p> <ul style="list-style-type: none"> <li>expressing opinions at a parents' meeting at school</li> <li>meeting an estimate or report from a builder or garage</li> <li>following a simple procedure in a first aid manual</li> <li>following and completing a service agreement for a household appliance</li> </ul>	<p><b>Education and training</b></p> <ul style="list-style-type: none"> <li>obtaining specific information from a talk or presentation</li> <li>reporting something to another learner</li> <li>finding relevant information in reference material and making notes for a written task</li> <li>carrying out written tasks for assessment purposes</li> </ul>
<p><b>Economic activity including paid and unpaid work</b></p> <ul style="list-style-type: none"> <li>obtaining information from a trade union representative</li> <li>taking responsibility for a visitor to the workplace</li> <li>participating effectively in an annual appraisal or job interview</li> <li>reading an employment contract and making clarification where necessary</li> <li>filling in a customer service questionnaire</li> <li>recording information in an accident report form</li> </ul>	<p><b>Leisure</b></p> <ul style="list-style-type: none"> <li>following instructions to use equipment in a gym</li> <li>reading and recording factual information related to hobby or interest</li> <li>selecting a book to read for pleasure from a library or bookshop</li> <li>writing down contact details following a radio or television programme</li> </ul>	<p><b>Using ICT in social roles</b></p> <ul style="list-style-type: none"> <li>understanding and using buttons on an internet browser</li> <li>using hyperlinked links on websites and in multimedia software to locate information</li> <li>using key words to find information on a website</li> <li>using drop-down menus on computer software</li> <li>formatting documents on a word processor</li> <li>reading and posting messages on electronic bulletin boards</li> </ul>

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context and are able to do this using a range of straightforward strategies.

**Access statement**  
Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.  
Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

# The standards

Each standard specifies what an adult is expected to be able to do at each level.

The capabilities or sub-skills  
These are the same at every level.

The name of the skill

The level of the skill sub level at entry level

## Standards for adult literacy (including spoken communication)

Level 1

Speaking and listening	Reading	Writing
<p><b>At this level, adults can:</b></p> <p><b>listen and respond</b> to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p><b>speak to communicate</b> information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p><b>engage in discussion</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>listen for and identify relevant information from explanations and presentations on a range of straightforward topics</li> <li>listen for and understand explanations, instructions and narratives on different topics in a range of contexts</li> <li>use strategies to clarify and confirm understanding, eg facial expressions, body language and verbal prompts</li> <li>provide feedback and confirmation when listening to others</li> <li>make contributions relevant to the situation and the subject</li> <li>speak clearly in a way which suits the situation</li> <li>make requests and ask questions to gain information in familiar and unfamiliar contexts</li> <li>respond to questions on a range of topics</li> <li>make clear statements of fact, explanations, instructions, accounts and descriptions</li> <li>present information and ideas in a logical sequence and include detail and develop ideas where appropriate</li> <li>take and contribute to discussions on a range of straightforward topics</li> <li>respect the turn-taking rights of others during discussions</li> <li>use appropriate phrases for interaction</li> </ul> <p>In formal exchanges connected with education, training, work and social roles</p>	<p><b>At this level, adults can:</b></p> <p><b>read and understand</b> straightforward texts of varying length on a variety of topics accurately and independently</p> <p><b>read and obtain information</b> from different sources</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>trace and understand the main events of continuous descriptions, explanatory and persuasive texts</li> <li>recognise how language and other textual features are used to achieve different purposes, eg to instruct, explain, describe, persuade</li> <li>identify the main points and specific detail, and infer meaning from images which is not explicit in the text</li> <li>use organisational and structural features to locate information, eg context, index, menu, sub-headings, paragraphs</li> <li>use different reading strategies to find and obtain information</li> <li>use reference material to find the meaning of unfamiliar words</li> </ul> <p>In reports, instructional, explanatory and persuasive texts</p>	<p><b>At this level, adults can:</b></p> <p><b>write to communicate</b> information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>plan and draft writing</li> <li>judge how much to write and the level of detail to include</li> <li>present information in a logical sequence, using paragraphs where appropriate</li> <li>use language suitable for purpose and audience</li> <li>use format and structure for different purposes</li> <li>write in complete sentences</li> <li>use correct grammar eg subject-verb agreement, correct use of tense</li> <li>use punctuation correctly and use punctuation so that meaning is clear</li> <li>spell correctly words used most often in work, studies and daily life</li> <li>proof read and make editing for accuracy and meaning</li> <li>produce legible text</li> </ul> <p>In documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations</p>

The stems of the components of each capability are the same for all levels and sub-levels. The description for each component, however, varies according to level to help identify skill development.

The descriptors of each component. These provide the detail to the components. These are level-specific, signalling progression. These provide objective, unambiguous criteria at which level and capability can be assessed.

# Levels of demand

The three levels of the standards correspond to the levels of demand of qualifications in the national qualifications framework. For example, the standards at level 1 are equivalent in demand to the key skills at level 1 and broadly equivalent to levels 4 and 5 of the national curriculum for schools.

		Key skills level 5	National qualifications framework level 5
		Key skills level 4	National qualifications framework level 4
		Key skills level 3	National qualifications framework level 3
		Key skills level 2	National qualifications framework level 2
National curriculum level 5	Literacy/Numeracy/ICT level 2	Key skills level 1	National qualifications framework level 1
National curriculum level 4	Literacy/Numeracy/ICT level 1		
National curriculum level 3	Literacy/Numeracy/ICT entry 3	Entry level	
National curriculum level 2	Literacy/Numeracy/ICT entry 2		
National curriculum level 1	Literacy/Numeracy/ICT entry 1		

# The key skills

## Key skills standards

The key skills standards are intended to be used by learners working towards key skills qualifications. They directly address key skills qualification candidates and use language which is accessible to these candidates. Part A of the key skills standards (*You need to know how to*) describes the skills learners need to develop in order to achieve the qualification.

## Adult literacy, adult numeracy and ICT standards

The adult literacy, adult numeracy and ICT standards are technical documents, intended for use by those working in education and training to form the basis of curricula, qualifications and assessment material. They use plain English wherever possible and technical language where necessary to give precise definition of the skills required at each level.

## The relationship between the two sets of standards

The two sets of standards are designed to complement and support each other. At levels 1 and 2, the adult literacy, adult numeracy and ICT standards and Part A of the key skills standards for communication, application of number and ICT describe the same skills and capabilities. The adult literacy, adult numeracy and ICT standards give amplification of the knowledge, techniques and understanding needed to achieve the equivalent key skill.

The key skills standards provide learners with an accessible description of what they are working towards.

The key skills qualifications provide progression opportunities for adults and young people who have achieved entry level qualifications or national tests.





## The key skills standards

The key skills standards are written for key skills qualification candidates.

Key skills  
Levels  
1-4  
2004

### The key skills qualifications standards and guidance

communication, application of number and information and communication technology



Part A gives an overview of the skills that each candidate needs to achieve.

Part A  
YOU NEED TO KNOW HOW TO:

#### Interpret information

- read and understand plans, charts, graphs and diagrams
- read and understand numbers used in different ways (eg large numbers in figures or words, simple fractions, decimals, percentages)
- read scales on familiar measuring equipment (eg watch, tape measure, measuring jug, weighing scales, thermometer) using everyday units (eg minutes, millimetres, litres, grams, degrees)
- make accurate observations (eg count number of people or items)
- identify suitable calculations to get the results you need for your task

#### Carry out calculations

- add and subtract, with whole numbers and simple decimals with or without a calculator (eg using money or length)
- work to the level of accuracy you have been told to use (eg round to the nearest whole unit, nearest 10, two decimal places)
- multiply and divide a simple decimal by a whole number with and without a calculator (eg using money or length)
- understand and find simple fractions and percentages (eg 10 of £15 is £10, 75% of 400 is 300)
- work out area of rectangular spaces (eg their area)
- work out volumes of rectangular-based shapes (eg a box)
- use scales on diagrams such as 20mm to 1m (eg finding distances from maps)
- use ratios and proportion (eg three parts to one part)
- find the average (mean) of up to 10 items (eg temperatures, prices, time)
- find the range for up to 10 items (eg temperature range from highest to lowest was 10°C)
- make sure your answers make sense and use different methods to check your calculations (eg estimate to reject impossible answers, check a subtraction by 'adding back')

#### Interpret results and present your findings

- use suitable ways of presenting information, including a chart or diagram
- use the correct units (eg for area, volume, weight, time, temperature)
- tell your work correctly (eg use a title or key)
- describe what your results tell you

Application of number: level 1

Part B of the key skills standards explains what candidates must do in order to achieve the key skills qualification.

Part B  
YOU MUST:

#### Evidence must show you can:

<b>W1.1</b> Interpret information from two different sources. At least one source must include a table, chart, graph or diagram.	1.1.1 obtain the information you need to meet the purpose of your task 1.1.2 identify suitable calculations to get the results you need
<b>W1.2</b> Carry out and check calculations to do with: a. amounts or sizes b. scales or proportion c. handling statistics.	1.2.1 carry out calculations to the levels of accuracy you have been given 1.2.2 check your results make sense
<b>W1.3</b> Interpret the results of your calculations and present your findings - in two different ways using charts or diagrams.	1.3.1 choose suitable ways to present your findings 1.3.2 use more than one way of presenting your findings 1.3.3 present your findings clearly using a chart or diagram 1.3.4 describe what your results tell you

Application of number: level 1

The key skill of communication covers the use of literacy to speak and listen, and to read and write.

The key skill of application of number covers the use of numeracy to interpret information, carry out calculations and interpret and present findings.

The key skill of ICT covers the use of ICT to find, develop and present information.



## Adult literacy, adult numeracy and ICT standards

The standards are written for tutors, awarding bodies and developers of assessment material. They support the key skills standards at levels 1 and 2 by giving amplification of the knowledge, techniques and understanding needed to achieve the key skills qualification.

### Standards for adult numeracy

### Level 1

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p><b>At this level, adults can:</b></p> <p><b>read and understand</b> thoughtful mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material</p> <p><b>specify and describe</b> a practical activity problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>use numbers, fractions, decimals and percentages in the context of measures and make observations</li> <li>use things and space to record measurements and make observations</li> <li>use information from tables, diagrams, charts and line graphs</li> <li>collect and record discrete data in lists and from observations</li> <li>identify appropriate methods</li> <li>justify and use the mathematical facts, skills or concepts that best match the practical situation</li> </ul>	<p><b>At this level, adults can:</b></p> <p><b>generate results</b> to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose</p> <p><b>An adult will be expected to:</b></p> <p><b>use whole numbers</b></p> <ul style="list-style-type: none"> <li>to read, write, order and compare numbers, including large numbers</li> <li>to recognise negative numbers in practical contexts, eg temperatures</li> <li>to add, subtract, multiply and divide using efficient written methods</li> <li>to multiply and divide by 10 and 100</li> <li>to recall multiplication facts up to 10 x 10 and make connections with division facts</li> <li>to recognise numerical relationships, eg multiples and squares</li> <li>to work out simple ratio and direct proportion, eg three parts to one part</li> <li>to approximate by rounding</li> <li>to estimate answers to calculations</li> </ul> <p><b>use fractions</b></p> <ul style="list-style-type: none"> <li>to read, write, order and compare common fractions and mixed numbers</li> <li>to find parts of whole number quantities or measurements, eg 2/3 of 24</li> <li>to recognise equivalences between common fractions, percentages and decimals, eg 50% = 1/2, 0.25 = 1/4 and use these to find part of whole number quantities</li> <li>to represent likelihood or probability</li> </ul> <p><b>use decimals</b></p> <ul style="list-style-type: none"> <li>to extract information from tables, diagrams, charts and line graphs</li> <li>to read, write, order and compare decimals up to three decimal places</li> <li>to add, subtract, multiply and divide decimals up to two places</li> <li>to multiply and divide decimals by 10, 100</li> <li>to approximate by rounding to a whole number or two decimal places</li> <li>to represent likelihood or probability</li> </ul> <p><b>use percentages</b></p> <ul style="list-style-type: none"> <li>to read, write, order and compare simple percentages, eg 50%, 25%, and understand simple percentage increase and decrease, eg 10 p per cent rise in cost, 20 p per cent off in sale</li> <li>to find simple percentage parts of quantities and measurements</li> </ul>	<p><b>At this level, adults can:</b></p> <p><b>present and explain results</b> which meet the intended purpose using an appropriate format to a given level of accuracy</p> <p><b>An adult will be expected to:</b></p> <ul style="list-style-type: none"> <li>use whole numbers, common fractions, decimals and percentages to present results</li> <li>use common measures and units of measure to define quantities</li> <li>use tables, charts, diagrams and line graphs to present results, eg for amounts, size and value</li> <li>use approximation to corroborate results</li> <li>select and use suitable methods and forms to present and describe outcomes</li> </ul> <p><b>use common measures</b></p> <ul style="list-style-type: none"> <li>to add, subtract, multiply and divide sums of money and record, eg comparing financial transactions, calculating benefits or entitlements</li> <li>to read, measure and record time in common date formats and in the 12 hour and 24 hour clock</li> <li>to read, estimate, measure and compare length, distance, weight, capacity, time and temperature using common units and instruments, eg distance in road signs and mileage charts, scales to the nearest kilogram or unlabelled choice</li> <li>to calculate within the same system by: <ul style="list-style-type: none"> <li>adding and subtracting common units of measure</li> <li>converting units of measure in the same system, eg 10 minutes is 1 hour 10 minutes, 2500 s is 2.5 hrs</li> </ul> </li> <li>to work out the perimeter of simple shapes</li> <li>to work out the area of rectangles</li> <li>to work out simple volume, eg cuboids</li> </ul> <p><b>use data and statistical measures</b></p> <ul style="list-style-type: none"> <li>to collect and interpret information, eg in tables, diagrams, charts and line graphs</li> <li>to collect, organise and represent discrete data, eg in tables, charts, diagrams and line graphs</li> <li>to find the arithmetic average (mean) or range for a set of data</li> </ul> <p><b>use shape and space</b></p> <ul style="list-style-type: none"> <li>to solve problems using the mathematical properties of regular 2-D shapes, eg tessellation or geometry</li> <li>to draw 2-D shapes in different orientations using grids, eg in diagrams or plans</li> </ul> <p><b>use probability</b></p> <ul style="list-style-type: none"> <li>to show that some events are more likely to occur than others</li> <li>to represent the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1</li> </ul> <p><b>use electronic or mechanical aids</b></p> <ul style="list-style-type: none"> <li>to change a fraction to a decimal</li> <li>to solve a problem with a calculator</li> <li>to calculate efficiently using whole numbers, fractions, decimals, percentages</li> <li>to check calculations</li> </ul>



# Glossary

This glossary has been produced to ensure that curriculum developers, qualification designers and practitioners understand the intended meaning of vocabulary used in the standards.

Plain English is used throughout, although some technical expressions and terms have been used to ensure that the standards include an appropriate level of detail and precision.

The glossary has three sections, **literacy**, **numeracy** and **ICT**, where expressions and terms are listed in alphabetical order.

The explanations of the expressions and terms have drawn extensively on similar glossaries produced for the frameworks listed earlier in this booklet. Using common interpretations for these expressions and terms will help to bring consistency and coherence to work in English/literacy/communication, mathematics/numeracy/application of number.

# Literacy glossary

**agreement (or concord):** in some cases the form of a verb changes according to its subject, so the verb and subject ‘agree’, *eg I am/he is/they are; I was/you were; I like/she likes, I don’t/he doesn’t*.

**appropriate:** describes a text, word, utterance or style that is suitably phrased for its intended audience and form. *Appropriate* accepts that different contexts require different treatments and is in this respect to be differentiated from ‘correct’, which is more concerned with the right grammatical formulation of an expression.

**audience:** the people addressed by a text. The term includes listeners, readers of text, film/TV audiences and users of information technology.

**chronological:** an adjective that describes writing, organised in terms of sequences of events across time.

**common:** use of words, patterns of spelling and grammatical constructions that occur frequently.

**complex information:** materials containing *complex information* present a number of ideas, some of which may be abstract, detailed or require learners to deal with sensitive issues. In such material, the relationship of ideas and the lines of reasoning may not be immediately clear, and specialised vocabulary and complicated sentence structures may be used.

**decode:** to translate the visual code of the letters into a word.

**descriptive:** defines text that attempts to describe an event, a process or a state without passing judgement on it, or offering an explanation of it. Because of its concern to convey an experience as accurately as possible, *descriptive text* often makes greater use

of adjectives and figurative language than other forms of writing.

**detailed reading:** indicates a form of reading that is at the opposite end of the spectrum from skimming or scanning. *Detailed reading* involves careful reading in order to extract specific information, but also to gain a complete understanding of the text’s intentions and the way in which language choice and syntax combine to produce a particular message.

**everyday:** an adjective used to describe text, language and situations that are the daily experience of most people.

**explanatory:** an adjective used to describe text written to explain how or why something happens. *Explanatory* text tends to use connectives expressing cause and effect, *eg so, therefore, as a result* and time, *eg later, meanwhile*, and the passive voice, *eg tax is usually deducted at source*, more than many other forms of text.

**familiar:** describes contexts, situations, sources, topics or words of which the learner has some prior knowledge or experience.

**formal:** depicts a style of language where the choice of words, syntax and address is determined by a distance from the audience, which may be dictated by the context, *eg a letter of application, official documents*, or the result of a lack of knowledge of this audience. *Formal* language tends to be characterised by more elaborate grammatical structures and by longer and more conservative vocabulary, *eg receive rather than get, gratuity rather than tip*.

**format:** the way in which a text is arranged or presented, *eg as a book, leaflet, essay, video, audiotape* or the way in which it is structured, *eg the*

*use made of headings, subheadings, diagrams/photographs with captions*.

**gist:** the main point or idea of a text. Reading for *gist* is therefore reading for identification of the main point only.

**grammar:** the conventions that govern the relationships between words in any language, including the study of word order and changes in words. Study of *grammar* enhances both reading and writing skills and supports effective communication.

**graphic knowledge:** the ability to understand the key features of the English writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. At its more complicated, this term may also be used to show understanding of the other features, typographical or visual, of a text that holds a clue to its meaning.

**high frequency words:** words that occur frequently; someone who is unable to recognise or use these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that learners most need to acquire in order to advance their learning.

**informal:** depicts a style of language where choices of words, grammatical construction and address are determined by a connection with the audience which may be actual or sought. *Informal* language tends to be more colloquial and familiar than formal language, to use less technical or complex vocabulary and to have simple grammatical structures.

**instructional:** describes text written to help readers achieve certain goals, *eg recipes, vehicle repair manuals, self-assembly instructions*. *Instructional* text tends to use imperative verbs often

placed at the beginning of sentences to form a series of commands, and time-related connectives.

**key words:** the words that carry the substance of a phrase or the meaning of a sentence. Identifying the **key words** of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that, it is considered, learners have to understand if they are to progress.

**limited, meaningful vocabulary:** a person with a **limited, meaningful vocabulary** is able to recognise and use a restricted number of words only, but these words are important for that person to function effectively in their everyday and working lives.

**medium:** the way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote means of communication, *eg television, telephone, film, radio, computer, press.*

**narrative:** describes text that retells events, often in chronological sequence. *Narrative* text may be purely fictional, it may include some information, or it may be in prose or poetic form.

**organisational features (of text):** refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other subheadings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.

**personal key words:** refers to those words that are important to learners in terms of their daily lives. No two people's **personal key words** will be exactly the same, since they will include the person's address, the names of family members, employer's name and address, and so on.

**persuasive:** describes a text that aims to persuade the reader. A continuous, **persuasive** text typically consists of a

statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of **persuasive** texts, *eg advertisements*, use a combination of textual features including words, sounds and images, together with intertextual knowledge, in order to persuade.

**phonic:** relates to vocal, or speech, sounds. As a plural noun, **phonics** denotes a method of teaching reading and spelling that is based on establishing the link between the sound of a word and its graphical representation.

**regular:** an adjective used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a **regular** noun, or the simple past and past participle form of a **regular** verb; it is not possible to do so with irregular nouns and verbs.

**repeated language patterns:** a phrase to describe the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enable the learner to make accurate predictions about the sound and sense of words and constructions, and therefore obtain meaning from text.

**scan:** to look over a text very quickly, trying to find information by locating key words.

**short:** denotes words, sentences and texts of such a length as to be accessible to learners and to enable them to experience a sense of achievement at having successfully decoded them. Short and long are terms which are also applied to vowel sounds.

**sight vocabulary:** words that a learner recognises on **sight** without having to decode them or work them out.

**simple:** when applied to narrative, words, sentences, or an adjective that indicates a basic, uncomplicated structure. A **simple** sentence structure, for example, follows the standard pattern of subject, verb (and, optionally,

object); a **simple** narrative will follow a chronological sequence and be told from one viewpoint only.

**skim:** to read to get an initial overview of the subject matter and main ideas of a passage.

**straightforward:** describes subjects and materials that learners often meet in their work, studies or other activities. **Straightforward** content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts are simple and learners will be familiar with the vocabulary.

**structure:** the way in which letters are built up into words, words built up into sentences and sentences built up into paragraphs, etc. Learners use **structural** features to process new words, *eg by recognising that the suffix 'ly' usually indicates an adverb, or that the prefix 're' will convey the sense of 'again'*, new constructions, *eg that initial speech marks are likely to indicate the start of something somebody said, that an exclamation mark denotes a rise in volume or emotion*, and new forms of organisation, *eg a new paragraph will introduce a new idea, a new time, or perhaps a new viewpoint.*

**technical vocabulary:** words that have a particular meaning that depends on the (usually, working) context in which they are used.

**text:** words (and images) that are organised to communicate. Texts vary in form, purpose and length, *eg from a personal list to an advertisement (on screen, in print), from a set of instructions (by phone, at the workplace) to a magazine feature or a fictional short story.*

# Numeracy glossary

**approximation:** a result that is not exact but sufficiently close to be useful in a practical context.

**Verb:** approximate

**Adverb:** approximately

**average:** sometimes used synonymously with arithmetic 'mean'. More widely, measures of *average* include mean, median and mode.

**bar chart:** a particular form of representation of data. Frequencies are represented by bars of equal width where the lengths are proportional to the frequencies. The bars may be presented vertically or horizontally.

**block graph:** a particular form of representation of grouped data. In its simplest form, where the class intervals are equal and rectangles have bases of the same size, the *block graph* can be considered as a bar chart and the length of each rectangle represents the total in each class.

**calculate efficiently:** use knowledge of number systems and operations, *eg use multiplication rather than repeated addition*. In the context of using tools use available operations and functions, *eg memory and constant functions on a calculator; and the sum formula in a spreadsheet for a range of cells, rather than the addition of individual cells*.

**capacity:** volume, ie a measure in three-dimensional space, applied to liquids, materials that can be poured or containers. Units include cubic centimetres (cm<sup>3</sup>), cubic metres (m<sup>3</sup>). *Note: a litre is 1000cm<sup>3</sup> (the volume of 1 kg of water).*

**combined events:** a set of independent events with a single outcome. An independent event does not influence a subsequent event, *eg one throw of a die does not influence a second throw*. Two throws

of a die is a combined event with 36 possible outcomes (6 x 6). The probability of throwing two sixes is 1/36.

**common:** an adjective used to describe units, instruments, measures, date formats, etc that are widely used in everyday life in non-specialist contexts.

**continuous data:** data resulting from measurement (eg length, temperature). *Continuous data* can take any value between two values and can only be measured approximately to a certain degree of accuracy. Continuous data are usually represented by a line.

**data:** information of a quantitative nature consisting of counts or measurements. Where they refer to items or events that are separate and can be counted, the *data* are discrete. Where they refer to quantities such as length or capacity that are measured, the data are continuous.

**Singular:** datum.

**discrete data:** data resulting from a count of separate items or events, *eg number of people*.

**distribution:** in recording data, the way in which values in the set of observations are arranged.

**electronic or mechanical aid:** a tool for calculating, *eg a calculator; spreadsheet*.

**estimate:** to arrive at a rough answer by calculating with suitable approximations for numbers or, in measurement, by using previous experience.

**evaluate (an expression):** to work out the value of an expression when numbers have been substituted for variables.

**event:** used in probability to describe the outcome of an action or happening.

**everyday:** an adjective used to describe numbers, measures, units, instruments, etc that fall within the daily lived experience of most people in non-specialist contexts.

**expression:** a mathematical statement involving variables written in words or symbols, *eg length x width, a x b (or ab)*.

**familiar:** describes contexts, situations, numbers, measures, instruments, etc of which the learner has some prior knowledge or experience.

**formula:** any identity, general rule or mathematical law.

**Plural:** formulae.

**frequency table:** a table for a set of observations showing how frequently each event or quantity occurs.

**grouped data:** observed data arising from counts and grouped into non-overlapping intervals, *eg number of people in different age-groups with intervals 0–9, 10–19, 20–29, 30–39, 40–49, etc*.

**inverse operations:** operations that, when they are combined, leave the entity on which they operate unchanged, *eg addition and subtraction are inverse operations (eg 5 + 6 - 6 = 5); multiplication and division are inverse operations (eg (6 x 10)/10 = 6)*.

**line graph:** a diagram showing a relationship between two variables.

**mean:** a type of average. The arithmetic mean is the sum of quantities divided by the number of them, *eg the arithmetic mean of 5, 6, 14, 15 and 45 is (5 + 6 + 14 + 15 + 45) / 5 = 17*.

**median:** a type of average. The median is the middle number or value when all are arranged in ascending order, *eg the median of 5, 6, 14, 15 and 44 is 14*. Where there are an even number of values, the arithmetic mean of the two middle values is calculated, *eg the median of 5, 6, 7, 8, 14 and 44 is  $(7 + 8) / 2 = 7.5$* .

**mode:** a measure of average – the most frequently occurring in a set of data.

**number bond:** a pair of numbers with a particular total, *eg number bonds to ten, all pair of numbers with the total 10*.

**pictogram:** a particular form of representation of data. Suitable pictures/symbols/icons are used to represent objects. For large numbers one symbol may represent a number of objects and a part symbol then represents a rough proportion of the number.

**pie-chart:** a particular form of presentation of data. A circle is divided into regions. The frequency or amount of each quantity is proportional to the angle at the centre of the circle.

**probability:** the likelihood of an event happening. *Probability* is expressed on a scale from 0 to 1. Where an event cannot happen, its probability is 0 and where it is certain its probability is 1. The probability of scoring 1 with a fair die is  $1/6$ .

**property:** any attribute, *eg one property of a square is that all sides are equal*.

**quadrilateral:** a polygon with four sides and four interior angles.

**range:** a measure of spread in statistics. The difference between the greatest and the least in a set of numerical data.

**ratio:** a comparison of quantities of the same kind, written a:b, *eg a mixture made up of two ingredients in the ratio 3:1 is 3 parts of the first ingredient to 1 part of the second; the first ingredient makes up  $3/4$  of the total mixture, the second makes up  $1/4$  of the total*.

**regular:** a polygon is a regular polygon if all the sides are equal and all the internal angles are equal.

**round (verb):** to express a number or measurement to a required degree of accuracy, *eg 543 rounded to the nearest 10 is 540*.

**sequence:** a succession of terms formed according to a rule. There is a definite relation between one term and the next and between each term and its position in the sequence, *eg 1, 4, 9, 16, 25, etc.*

**simple:** an adjective applied to numbers, information, diagrams, charts etc that make limited demands on the learner, *eg small whole numbers, numbers that are easier to work with (eg multiples of 2, 5 10, 100), uncomplicated representations of limited amounts of data, etc.*

**standard unit:** units that are agreed throughout a community, *eg the metre is a standard unit of length*. Non-standard units are not widely agreed.

**straightforward:** describes information, subjects and materials that learners often meet in their work, studies or other activities.

**substitute:** to assign a value to a variable.

**symbol:** a letter, numeral or other mark that represents a number, an operation or another mathematical idea, *eg V (Roman symbol for five), > (is greater than)*.

**system (of measure):** an agreed system of measure in which units are defined and are in a fixed relationship to each other.

**table:** an orderly arrangement of information, numbers or letters, usually in rows and columns.

**tally:** make marks to represent objects counted.

**tolerance:** acceptable variation in measurement.

**unit fraction:** a fraction that has 1 as the numerator and whose denominator is a non-zero integer, *eg  $1/2$ ,  $1/3$* .

**volume:** a measure in three-dimensional space. Measured in cubes, *eg cubic centimetres ( $\text{cm}^3$ ), cubic metres ( $\text{m}^3$ )*.

**weight:** the force with which a body is attracted towards the earth's centre. In non-scientific contexts, often used synonymously with mass (though technically different). Metric units include kilograms (kg) and grams (g).



# ICT glossary

**address book:** Electronic list of email addresses usually held within the email software

**alignment:** Placing of pictures, text, cell contents to the left, right or centre of a given space, or full alignment or justification which spaces text to give a straight right hand edge as well as left hand, as in a book

**attachment:** A file which is attached to an email by the sender and can be read by the recipient

**audience:** The person or people for whom the work (*eg information, presentation, poster*) is designed

**bookmark:** Link to a web page which the user wants to be able to return to quickly and easily. These are stored on the user's computer so that they are readily available

**broadband:** The term has come to be used for any kind of Internet connection with a download speed of more than 56 kbps

**browser:** A program which allows a person to read hypertext. The browser gives some means of viewing the contents of nodes (or "pages") and of navigating from one node to another.

**bullet:** A dot or other mark, for example an arrow head at the start of a line of text

**cell range:** In a spreadsheet a cell range is a rectangular area of cells, for example A3:B5 includes all the cells A3 A4 A5 B3 B4 B5

**cell reference :** The letters and numbers which identify a cell in a spreadsheet, for example C5 is the 5<sup>th</sup> cell down in column C.

**chart:** Frequently used to mean graph: bar chart, pie chart

**clip art:** Pictures, often cartoons which are provided with software or on the internet and can be used

**crop:** Reduce the size of an image by cutting parts from the edges  
**currency**  
1 applied to information – whether information is up to date, current  
2 applied to numeric data – in format of, for example, £, , \$  
**data label**  
Information attached to a point on a graph/chart giving the value at that point

**database:** Large amount of information, normally structured in records (q.v)

**device:** Piece of electronic hardware, for example printer, screen, PDA

**dialogue box:** Window on screen which gives a message and requires a response from the user

**drag and drop:** A way of editing (within a document) or organising files within folders which requires the user to select an item with the mouse, and pull it to another location

**email:** Messages automatically passed from one computer user to another, often through computer networks and/or via modems over telephone lines

**field:** In a database: this is one piece of information about the subjects of the database, for example, people's forenames, surnames, birthdays and telephone numbers might be fields in a contacts list

**filter:** In a database or spreadsheet: remove data which is not required

**font:** Typeface, for example, Times New Roman, Monotype Corsiva, Verdana

**footer:** Information which occurs at the foot of each page of a document or section, for example, page number, author, file name, date

**function:** In a spreadsheet: some mathematical and logical formulas are available ready made, for example, AVERAGE and SUM

**graphics:** Images of any kind: photographs, scanned images, pictures, graphs

**header:** Information which occurs at the head of each page of a document or section, for title, page number, chapter number

**hyperlink:** A clickable point on screen which leads to another location, for example another web page.

**icon:** Small representative image used, for example, for information, tools (on a toolbar), folders

**indent:** Move text in from margin

**input:** Enter information into a computer system

**interface:** A boundary across which two systems communicate. An interface might be a hardware connector used to link other devices, or it might be a screen display used to allow communication between the user and the computer.

**internet:** World wide network of computers allowing global communication and information sharing

**intranet:** Any network which provides similar services within an organisation to those provided by the Internet outside it but which is not necessarily connected to the Internet.



**ISP:** Internet Service Provider: company providing the user with access to the internet

**landscape:** Orientation of page so that the long edges are at the top and bottom (cf portrait)

**legend:** The key on a graph or chart (American usage now prevalent in UK)

**link:** See hyperlink

**logical operator:** When searching a database or the internet for exclude or include words in a search using AND, OR, NOT, for example “King Charles” NOT spaniels to find information about a monarch not dogs

**mailbox:** Location where email is held

**margin:** White space at the edge of a document

**maximise:** the middle of these three boxes which when clicked allows the window to fill the screen

**menu:** List of options to choose from, often a pull-down menu, where a click on the tool bar will reveal a range of actions, for example, the File menu will allow saving and printing

**merge cells:** In a spreadsheet or table, two or more adjacent cells may be put together: in a spreadsheet, the information in all but one cell will be lost; in a table, the information is combined

**minimise:** the left hand of these boxes allows the window to be reduced to a heading, while still remaining open

**mouse:** Small hand held point and click device used to select on screen information or locations. Clicking may have a number of actions, depending on the software being used

**navigate:** Move from one location in the internet to another using links

**option button:** In a dialogue box or on a web page there may be option buttons offering a choice of ‘back’ and ‘next’ or ‘yes’ and ‘no’, for example

**output:** The results of a computer process, for example, information on the screen or on paper

**PDA:** Personal digital assistant: small hand held electronic organiser

**PIN:** Personal identification number: the secret number, known only to the user which allows access to, for example, a bank cash machine or security system

**portrait:** Orientation of page so that the long edges are at the sides (cf landscape)

**primary key:** The key field, selected as being most important for identifying a body of information (an entity, object or record).

**print queue:** The documents waiting to be printed

**query:** In a database: a formalised search for information

**record:** In a database: all the information which is held about one person place or thing

**relational operator:** Mathematical operators which compare one piece of information to another, for example, > (greater than), < (less than),

**replicate:** Often used in a spreadsheet: to copy, for example, a formula, into several other cells

**screen resolution:** the number of pixels that can be displayed on a screen expressed as (number of horizontal pixels) x (number of vertical pixels), i.e., 1024x768. The ratio of horizontal to vertical resolution is usually 4:3, the same as that of conventional television sets

**scroll:** To move up, down or sideways on a screen display, often using a bar on the left or at the bottom of the open window, or using the centre button of a three button mouse

**search engine:** A program on the internet that lets you do keyword searches for information on the Internet. There are several types of search engine; the search may cover titles of documents, URLs, headers, or the full text.

**split cell:** In a table: a single cell can be divided into several cells

**spreadsheet:** A type of application program which manipulates numerical and string data in rows and columns of cells.

**style:** In text formatting: examples are **bold**, *italic*, underlined

**submenu:** A menu (QV) which can be opened from another menu

**table:** A rectangular array of cells, usually in a word processing document

**text message:** A message sent by mobile phone

**text wrapping:** Allowing text to flow round, for example, a graphic

**toolbar:** An area of the screen, often at the top of a document, where there are icons which have various actions

**touch screen:** A screen which can be activated by touching it with a finger or other pointer. Most PDAs work on this principal

**web address:** The name, usually starting http:// which identifies a web page

**web browser:** The program which allows the user to see web pages

**wildcard:** A \* or ? indicating that a character or characters are missing from a search, for example, searching for Jan\* in a personal database would show Jane, Janet etc

**window:** An area of the screen in which the user can work or respond

# Literacy progression

Entry level	
Entry 1	Entry 2
<b>Speaking and listening</b> <b>At this level, adults can:</b>	<b>Speaking and listening</b> <b>At this level, adults can:</b>
<b>listen and respond</b> to spoken language, including simple narratives, statements, questions and single-step instructions	<b>listen and respond</b> to spoken language, including straightforward information, short narratives, explanations and instructions
<b>speak to communicate</b> basic information, feelings and opinions on familiar topics	<b>speak to communicate</b> information, feelings and opinions on familiar topics
<b>engage in discussion</b> with another person in a familiar situation about familiar topics	<b>engage in discussion</b> with one or more people in a familiar situation to establish shared understanding about familiar topics
<b>Reading</b> <b>At this level, adults can:</b>	<b>Reading</b> <b>At this level, adults can:</b>
<b>read and understand</b> short texts with repeated language patterns on familiar topics	<b>read and understand</b> short straightforward texts on familiar topics
<b>read and obtain information</b> for common signs and symbols	<b>read and obtain information</b> from short documents, familiar sources and signs and symbols
<b>Writing</b> <b>At this level, adults can:</b>	<b>Writing</b> <b>At this level, adults can:</b>
<b>write to communicate</b> information to an intended audience	<b>write to communicate</b> information with some awareness of the intended audience

Entry 3	Level 1	Level 2
<b>Speaking and listening</b> At this level, adults can:	<b>Speaking and listening</b> At this level, adults can:	<b>Speaking and listening</b> At this level, adults can:
<b>listen and respond</b> to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone	<b>listen and respond</b> to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context	<b>listen and respond</b> to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
<b>speak to communicate</b> information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone	<b>speak to communicate</b> information, ideas and opinions adapting speech and content to take account of the listener(s) and medium	<b>speak to communicate</b> straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium purpose and situation
<b>engage in discussion</b> with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics	<b>engage in discussion</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics	<b>engage in discussion</b> with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic
<b>Reading</b> At this level, adults can:	<b>Reading</b> At this level, adults can:	<b>Reading</b> At this level, adults can:
<b>read and understand</b> short, straightforward texts on familiar topics accurately and independently	<b>read and understand</b> straightforward texts of varying length on a variety of topics accurately and independently	<b>read and understand</b> a range of texts of varying complexity, accurately and independently
<b>read and obtain information</b> from everyday sources	<b>read and obtain information</b> from different sources	<b>read and obtain information</b> of varying length and detail from different sources
<b>Writing</b> At this level, adults can	<b>Writing</b> At this level, adults can:	<b>Writing</b> At this level, adults can:
<b>write to communicate</b> information and opinions with some adaptation to the intended audience	<b>write to communicate</b> information, ideas and opinions clearly using length, format and style appropriate to purpose and audience	<b>write to communicate</b> information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

# Numeracy progression

Entry level	
Entry 1	Entry 2
<b>Understanding and using mathematical information</b> <b>At this level, adults can:</b>	<b>Understanding and using mathematical information</b> <b>At this level, adults can:</b>
<b>read and understand</b> information given by numbers and symbols in simple graphical, numerical and written material	<b>read and understand</b> information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
<b>specify and describe</b> a practical problem or task using numbers and measures	<b>specify and describe</b> a practical problem or task using numbers, measures and simple shapes to record essential information
<b>Calculating and manipulating mathematical information</b> <b>At this level, adults can:</b>	<b>Calculating and manipulating mathematical information</b> <b>At this level, adults can:</b>
<b>generate results</b> which make sense and use given methods and given checking procedures appropriate to the specified purpose	<b>generate results</b> to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
<b>Interpreting results and communicating mathematical information</b> <b>At this level, adults can:</b>	<b>Interpreting results and communicating mathematical information</b> <b>At this level, adults can:</b>
<b>present and explain results</b> which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures	<b>present and explain results</b> which meet the intended purpose using appropriate numbers, simple diagrams and symbols

Entry 3	Level 1	Level 2
<b>Understanding and using mathematical information</b> <b>At this level, adults can:</b>	<b>Understanding and using mathematical information</b> <b>At this level, adults can:</b>	<b>Understanding and using mathematical information</b> <b>At this level, adults can:</b>
<b>read and understand</b> information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material	<b>read and understand</b> straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material	<b>read and understand</b> mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material
<b>specify and describe</b> a practical problem or task using numbers, measures and diagrams to collect and record relevant information	<b>specify and describe</b> a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome	<b>specify and describe</b> a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity
<b>Calculating and manipulating mathematical information</b> <b>At this level, adults can:</b>	<b>Calculating and manipulating mathematical information</b> <b>At this level, adults can:</b>	<b>Calculating and manipulating mathematical information</b> <b>At this level, adults can:</b>
<b>generate results</b> to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose	<b>generate results</b> to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose	<b>generate results</b> to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
<b>Interpreting results and communicating mathematical information</b> <b>At this level, adults can:</b>	<b>Interpreting results and communicating mathematical information</b> <b>At this level, adults can:</b>	<b>Interpreting results and communicating mathematical information</b> <b>At this level, adults can:</b>
<b>present and explain results</b> which meet the intended purpose using appropriate numbers, diagrams, charts and symbols	<b>present and explain results</b> which meet the intended purpose using an appropriate format to a given level of accuracy	<b>present and explain results</b> clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

# ICT progression

Entry level	
Entry 1	Entry 2
Interact with ICT for a purpose	Interact with and use ICT for a purpose
Follow recommended safe practices	Follow recommended safe practices and keep access information secure
<b>Finding and Exchanging Information</b>	<b>Finding and Exchanging Information</b>
Recognise sources of information	Use appropriate sources of information
Get information from an ICT based source	Find information from an ICT based source
Receive ICT based communication	Use ICT to communicate
<b>Developing and presenting information</b>	<b>Developing and presenting information</b>
Enter and edit simple information	Enter and edit small amounts of information for a simple purpose
Submit information to achieve a purpose	Present information for a purpose



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